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ABSTRACT

This normative study of the American Association on Mental Deficiency (AAMD) Adaptive Behavior Scale--Public School Version was based on 291 Texas public school children divided into 12 categories. The categories were: age, ethnic, or racial group (white or non-white), and assignment to regular classes or special education classes for the educable mentally retarded, trainable mentally retarded, or learning disabled. Part I of the scale was emphasized in this report; it provides measures of independent functioning, physical development, economic activity, language development, number and time concepts, vocational activity, self-direction, responsibility, and socialization. Reliability estimates were based on the total group including eight, ten, and twelve-year old children. Item validity analysis was based on the discrimination between regular and special education groups, although it appears that the raters knew the group membership of the children at the time they made the ratings. The norms from this study were found to be similar to the original AAMD norms for this scale. The authors suggest that the construction and validation of a shortened version of the scale would be useful; and that it has potential for screening children for placement in special education classes. (CTM)

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The AAMD Adaptive Behavior Scale--Public
School Version: A Normative Study

by

Lenore A. Boyd and Brad Chissom

Final Report of a Research Project Funded by
The College of Education
Texas A&M University
College Station, Texas 77843

1977

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Lenore Boyd
Brad Chissom

THE AAMD ADAPTIVE BEHAVIOR SCALE--PUBLIC SCHOOL VERSION:

A NORMATIVE STUDY

ABSTRACT

Many state agencies have ruled that assignment of students to special education classes for the mentally retarded must be determined by assessment of verbal, performance, and adaptive behaviors. The AAMD Adaptive Behavior Scale -- Public School Version was subjected to a normative and validation study using 291 subjects from the southcentral area of Texas. Normative and validity data were collected and analyzed from groups of regular and special education students, both white and non-white, at 8, 10, and 12 years of age. Results were compared to the original normative data provided in the AAMD Manual and indicated that (1) the instrument is effective in discriminating between regular and special education groups; (2) a shortened version may be feasible and more practical; and (3) the derived total score may be useful and effective when used as a cut-off score for placement in special education for the mentally retarded.

The Adaptive Behavior Scale--Public School Version:

A Normative Study

The concept of adaptive behavior as a criterion for judging degree or extent of mental retardation is not new. The requirement for its formal assessment, however, is a current issue of much interest. Since the publication of the Stanford-Binet increasing emphasis has been placed on standardized intelligence test scores to define mental retardation. Such scores, namely IQ's, have often been the major criterion for determining mental deficiencies in school-aged children with subsequent classification, labeling, and placement in special education programs for the retarded.

Use of the IQ as the primary or sole criterion for defining retardation has proved to be less than satisfactory. Most of the tests available were standardized on white, middle-class populations and are increasingly viewed as biased and discriminatory when used with minority groups who are culturally or economically different. Emphasis on IQ's has resulted in the inappropriate classification and placement of many children whose learning difficulties were in fact due to differences in language, cultural, or economic background (Mercer, 1973). Because of the disproportionate number of children from minority groups in classrooms for the mentally retarded, the use of a measure of adaptive behavior has been added to the requirements for assessment of mental retardation.

Texas Education Agency Guidelines (TEA, 1976) state specific regulations for determination of pupil eligibility for placement in a special education program for the mentally retarded. A comprehensive appraisal must now include the assessment of verbal abilities,

performance abilities, and adaptive behaviors. Classification and placement in an educational program for the mentally retarded is merited only when scores on all three scales are two or more standard deviations below the mean for the general population. As is true in many other states, these Guidelines also provide lists of approved tests to be used in the evaluation of verbal, performance, and adaptive behaviors.

A recent survey by Morrow and Coulter (1977) identified a number of measures of adaptive behaviors available to the practitioner. Only two, however, were placed on the approved Texas list: Mercer's Adaptive Behavior Inventory for Children (ABIC) and the AAMD Adaptive Behavior Scale -- Public School Version (ABS-PSV). Since Mercer's scale will not be available to the general public until its release by the Psychological Corporation, the ABS-PSV is being widely used in Texas.

The ABS-PSV consists of two parts. Part One, organized along developmental lines, is made up of 56 items. It is designed to evaluate an individual's competencies in nine domains: Independent Functioning, Physical Development, Economic Activity, Language Development, Number and Time, Vocational Activity, Self-direction, Responsibility, and Socialization. Part Two is designed to measure or evaluate maladaptive behaviors closely related to personality and emotional disorders. Part II is viewed as less important in the assessment of mental retardation and of limited usefulness. The present study, therefore, is concerned with data collected by use of Part One of the ABS-PSV.

The ABS-PSV is primarily a restandardized version of an instrument

widely used with severely handicapped, institutionalized retardates: Normative data available in the Manual (Lambert, Windmiller, Cole & Figueroa, 1974) were obtained from teacher ratings of approximately 2600 children from 14 California school districts. The standardization sample included an equal number of boys and girls ages 7 to 13 from three ethnic groups in regular and special education programs.

The purposes of this study were to collect normative data for the ABS-PSV for children in Texas schools and to determine the validity of the instrument in discriminating between children in special education and those in regular education programs. Data collected in this study may then be compared to the California data provided in the AAMD Manual.

Specific objectives for this study were:

- 1) To establish normative data for the AAMD Adaptive Behavior Scale--Public School Version for Texas children in three age groups, 8, 10, and 12, from three ethnic groups in regular and special education programs.
- 2) To determine the validity of the instrument in discriminating between children identified as special education and those in the regular curriculum. An item analysis will be conducted to assess the discrimination ability of each item.
- 3) To compare normative data obtained from this study of Texas children with norms provided by the AAMD.
- 4) To determine the feasibility of establishing a shortened version of the scale based on normative and validity data obtained from

the investigation.

PROCEDURES

Subjects

The Region VI Educational Service Center area served as the focal point for the data collection procedures, and subjects were selected from an area within a sixty mile radius of Texas A&M University. A total of 291 subjects were included in the sample. The ABS-PSV forms were completed for each subject by classroom teachers. This represents an important aspect of the data collection process. If adaptive behavior can be adequately assessed by a classroom teacher, then it may not be necessary to collect data from parent interviews and other sources that are not as readily available.

A workshop was held at Texas A&M University to assist teachers in data collection techniques and procedures for the Adaptive Behavior Scale. In addition to the workshop, consultants were available to assist teachers with problems encountered in the data collection process.

The subjects for the study were divided into three age groups, 8, 10, and 12-year olds. For comparison purposes, age ranges for each group were calculated in months as follows: Age 8: 84-108 months; Age 10: 109-132 months; and Age 12: 133-157 months.

The stratified sampling procedure of the original proposal called for subdivision by ethnicity into groups of white, black, and Mexican-American subjects. Due to the difficulty in obtaining subjects in the

Mexican-American category, the sample was classified only as white and non-white groups. In addition, subjects were selected from the categories of regular and special education. Any subject classified by the school as Educable or Trainable Mentally Retarded (EMR or TMR) or Learning Disabled (LD) was assigned to the Special Education category.

Table 1 indicates the number of subjects for each of the categories described. Of the total sample of 291 subjects 41% (119) were

TABLE 1

Table of Subject Groups by
Age, Ethnic Group, and School Classification

<u>Age</u>	<u>Regular</u>			<u>Special</u>		
	<u>White</u>	<u>Non-white</u>	<u>Total</u>	<u>White</u>	<u>Non-white</u>	<u>Total</u>
8	11	51	62	18	47	65
10	14	23	37	20	49	69
12	2	10	12	9	37	46
Total	27	84	111	47	133	180

female and 59% (172) were male. These percentages were approximately the same for most of the categories previously described.

Data Collection

The ABS-PSV forms were completed for each subject by classroom teachers. Demographic data was used to calculate a measure of socio-economic status (SES) and IQ's were obtained when available. SES

information was collected for 162 subjects and IQ scores were available for 170. The data were collected from public schools who volunteered to participate in the Spring of 1977 following the workshop previously described.

Results

Data were analyzed first to determine the reliability of each of the nine subscales. These reliabilities were internal consistency estimates calculated through the average correlation among scale items. As shown in Table 2, these reliability estimates were satisfactory for most of the subscales with the lowest reliability coefficient of .68 in the Physical Development domain.

TABLE 2
INTRASCALE RELIABILITIES

Scale	Reliability
I. Independent Functioning	.916
II. Physical Development	.681
III. Economic Activity	.810
IV. Language Development	.872
V. Number and Time Concepts	.786
VI. Vocational Activity	.859
VII. Self Direction	.779
VIII. Responsibility	.796
IX. Socialization	.779

Objective One as modified was to establish normative data for the

ABS-PSV for white and non-white groups and for regular and special education classifications. Norm tables (Appendix) are presented with percentile equivalents for the raw scores for each subscale and for a derived total score. The norm tables were constructed to resemble the format used in the AAMD Manual for ease of comparability with the original data. The major deviation from the previous norm tables is the inclusion of the derived total score.

Objective Two of this project was to determine the ability of each of the 56 items and the total scores from the nine domains to discriminate between groups of subjects identified as regular or special education students. In addition to the item validity information and domain score validity data, it was important to determine whether or not items in the scale were related to the subject characteristics of ethnicity, sex, or SES. The results of the correlational analyses between items and ethnic group, sex, and SES are shown in Tables 3, 4, and 5 respectively. (See pages 8 thru 10).

An inspection of the tables shows little indication of discrimination on the part of scale items for any of the three variables of concern. No pattern is apparent in the data, and items were seldom repeated as discriminating among the 18 categories of analysis. Thus only a few specific, unrelated items in the total scale appear to discriminate on the basis of ethnic group, sex or SES.

Results of the final analysis, the correlations between items and classification (regular vs special education) and correlations between domain total scores and classification are contained in Table 6. (See

TABLE 3
SUMMARY OF CORRELATIONS BETWEEN ITEMS
AND ETHNIC GROUP (WHITE VS. NON-WHITE)
BY AGE AND CLASSIFICATION

Domains	Number of Items	Items which were significantly correlated with ethnic group					
		Age Group and Classification					
		8		10		12	
		Reg.	Spec.	Reg.	Spec.	Reg.	Spec.
I. Independent Functioning	17	NS*	17	NS	14	NS	NS
II. Physical Development	6	NS	23	NS	24	NS	NS
III. Economic Activity	4	NS	NS	NS	31	NS	NS
IV. Language Development	9	NS	NS	32	NS	NS	NS
V. Number and Time Concepts	3	NS	NS	NS	NS	NS	NS
VI. Vocational Activ.	3	NS	NS	NS	50	NS	NS
VII. Self Direction	5	NS	56	NS	55, 57	NS	NS
VIII. Responsibility	2	NS	NS	NS	NS	58	NS
IX. Socialization	7	62**	NS	NS	NS	NS	NS
Total Number of Significant Items	56	1	3	1	6	1	0

*NS= None Significant

**Actual Item Number from Scale

TABLE 4

SUMMARY OF CORRELATIONS OF ITEMS WITH
SIGNIFICANCE OF SEX BY AGE AND CLASSIFICATION

<u>Domains</u>	<u>Number of Items</u>	<u>Items which were significantly correlated with sex</u>					
		<u>Age Group and Classification</u>					
		<u>8</u>		<u>10</u>		<u>12</u>	
		<u>Reg.</u>	<u>Spec.</u>	<u>Reg.</u>	<u>Spec.</u>	<u>Reg.</u>	<u>Spec.</u>
I. Independent Functioning	17	NS*	NS	NS	NS	NS	NS
II. Physical Development	6	NS	NS	NS	NS	NS	NS
III. Economic Activity	4	NS	NS	NS	NS	NS	NS
IV. Language Development	9	NS	NS	NS	NS	32	NS
V. Number and Time Concepts	3	NS	NS	NS	NS	NS	NS
VI. Vocational Activ.	3	NS	NS	NS	NS	NS	NS
VII. Self Direction	5	NS	NS	NS	NS	NS	NS
VIII. Responsibility	2	NS	NS	NS	NS	NS	NS
IX. Socialization	7	NS	59**	NS	NS	NS	NS
Total Number of Significant Items	56	0	1	0	0	1	0

*NS = None Significant

**Actual Item from Scale

TABLE 5
SUMMARY OF CORRELATIONS OF ITEMS WITH
SOCIO-ECONOMIC STATUS BY AGE AND CLASSIFICATION

Domains	Number of Items	Items which were significantly correlated with Socio-economic status					
		Age Group and Classification					
		8		10		12	
		Reg.	Spec.	Reg.	Spec.	Reg.	Spec.
I. Independent Functioning	17	NS	17	NS	3, 15	NS	NS
II. Physical Development	6	NS	26	NS	24	NS	NS
III. Economic Activity	4	NS	NS	NS	NS	NS	NS
IV. Language Development	9	NS	NS	32, 40	NS	NS	NS
V. Number and Time Concepts	3	NS	NS	NS	NS	NS	NS
VI. Vocational Activ.	3	NS	NS	NS	NS	NS	NS
VII. Self Direction	5	NS	NS	NS	NS	NS	NS
VIII. Responsibility	2	NS	NS	NS	NS	NS	NS
IX. Socialization	7	62**	NS	NS	65	NS	NS
Total Number of Significant Items	56	1	2	2	4	0	0

*NS = None Significant

**Actual Item Number from Scale

pages 12 - 14.). It should be noted that a major portion of the 56 items within the nine domains discriminate satisfactorily between regular and special education groups at each of the three age levels 8, 10, and 12, and for the total population. There are a few items that do not appear to be functioning as intended, however, most of them at the upper age level. Their deletion from the scale might aid in the revision of the procedure.

Objective Three was to compare the normative data obtained from this study of Texas children with the norms provided by the AAMD. A visual inspection of the two sets of norms indicates a high degree of agreement between the norms obtained from the present study and the original California data. No further comparison was considered necessary once it was established that there were no major discrepancies between the two sets of norms. A total score was calculated for the instrument and norms provided for subjects in this study. The original normative data did not provide a measure like this, and further research seems warranted concerning its usefulness.

The final objective of this project was to examine the possibility of shortening the scale by discarding items that are not functioning well within the scale. One of the problems with the ABS-PSV has been the amount of time required to record the information. If the scale can be shortened by deleting items, it would be more practical for use by classroom teachers. The results of this project indicate that several items may be discarded from the scale without changing its overall effectiveness. A shortened version will need to be validated

TABLE 6

12

ITEM VALIDITY ANALYSIS
ITEM CORRELATION WITH GROUP CLASSIFICATION
(REGULAR VS. SPECIAL)

Domain I Independent Functioning (12)

<u>Item</u>	<u>Age Level</u>			<u>Total</u>
	<u>8</u>	<u>10</u>	<u>12</u>	
1.	.32	.46	.41	.37
2.	.56	.50	.58	.49
3.	.16*	.18*	.15*	.15*
4.	.30	.27	.31*	.29
5.	.30	.27	.14*	.25
6.	.17*	.22*	.17*	.15*
7.	.34	.31	.25*	.28
8.	.28	.16*	.30*	.23
9.	.37	.33	.28*	.34
10.	.31	.32	.32*	.31
11.	.14*	.32	.60	.29
12.	.32	.33	.21*	.27
13.	.28	.27	.25*	.25
14.	.37	.36	.24*	.32
15.	.20	.61	.48	.38
16.	.52	.68	.71	.57
17.	.34	.66	.69	.47
Total	.50	.56	.57	.51

Domain II Physical Development (6)

<u>Item</u>	<u>Age Level</u>			<u>Total</u>
	<u>8</u>	<u>10</u>	<u>12</u>	
1.	.28	.25	.08*	.23
2.	.23	.05*	.16*	.14*
3.	.28	.26	.26*	.25
4.	.27	.29	.19*	.25
5.	.00*	.13*	.17*	.07*
6.	.17*	.16*	.07*	.13*
Total	.30	.35	.22*	.30

*Not Significant; p<.01

Domain III

Economic Activity (4)

<u>Item</u>	<u>Age Level</u>			<u>Total</u>
	<u>8</u>	<u>10</u>	<u>12</u>	
1.	.43	.73	.70	.57
2.	.37	.55	.67	.46
3.	.34	.46	.33*	.32
4.	.57	.44	.46	.43
Total	.56	.65	.65	.55

Domain IV

Language Development (9)

<u>Item</u>	<u>Age Level</u>			<u>Total</u>
	<u>8</u>	<u>10</u>	<u>12</u>	
1.	.55	.53	.55	.51
2.	-.09*	-.11*	.06*	-.08*
3.	.28	.31	.35	.32
4.	.37	.35	.32*	.35
5.				.20
6.	.67	.60	.57	.60
7.	.35	.20*	.41	.29
8.	.44	.29	.25*	.32
9.	.48	.50	.65	.49
Total	.55	.49	.53	.49

Domain V

Numbers and Time (3)

<u>Item</u>	<u>Age Level</u>			<u>Total</u>
	<u>8</u>	<u>10</u>	<u>12</u>	
1.	.37	.27	.20*	.29
2.	.52	.40	.42	.45
3.	.57	.40	.42	.45
Total	.60	.56	.59	.53

* Not significant; p<.01

Domain VI

Vocational Activity (3)

Item	Age Level			Total
	8	10	12	
1.	.11*	.29	.58	.23
2.	.35	.30	.44	.35
3.	.30	.33	.38	.32
Total	.33	.34	.46	.35

Domain VII

Self Direction (5)

Item	Age Level			Total
	8	10	12	
1.	.31	.22*	.45	.30
2.	.37	.31	.45	.37
3.	.23	.39	.28*	.27
4.	.29	.38	.44	.35
5.	.35	.40	.41	.37
Total	.41	.47	.54	.45

Domain VIII

Responsibility (2)

Item	Age Level			Total
	8	10	12	
1.	.22*	.18*	.47	.22
2.	.31	.30	.48	.33
Total	.29	.27	.52	.31

Domain IX

Socialization (7)

Item	Age Level			Total
	8	10	12	
1.	.32	.29	.7*	.32
2.	.16*	.35	.33*	.24
3.	.10*	.39	.34	.20
4.	.32	.18*	.16*	.22
5.	.22*	.40	.50	.31
6.	.22*	.22*	.29*	.24
7.	.28	.24*	.25*	.27
Total	.34	.45	.44	.38

*Not Significant; p<.01

with other samples of subjects, but the results indicate that such an effort may be feasible.

SUMMARY AND IMPLICATIONS

A review of the findings of this investigation indicates that the ABS-PSV seems to be a suitable and effective instrument for measuring adaptive behavior within the limits of the AAMD definition. The majority of the items had adequate discriminatory power to differentiate between regular and special education groups. However, since a few specific items do not appear to be adequate discriminators, it is recommended that a shortened version of the instrument be devised and validated. Deletion of such items could save data collection time and effort, which are concerns often expressed by those using the Adaptive Behavior Scale in its present form.

Further attention should be devoted to the use of the derived total score since it seems to be a satisfactory discriminator between groups of regular and special education students. It appears to have potential use in screening children who are being considered for possible placement in special education classes.

Further replication of this study is recommended to add more information to the present bank of normative data. With additional information about the instrument available to educators faced with the problems of assessing adaptive behaviors, the AAMD Adaptive Behavior Scale-Public School Version may prove to be an effective procedure.

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APPENDIX

PART I

PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class Reg.
Ethnic All
Sex Both
Age 8

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self- Direction	IX Responsibility	X Socialization	Part I Total	Total
99	77	24	14	38	12	11	20	8	26	224	
98	76		13					6	25	221	
97										230	
96											
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PART I

PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class SpEd
 Ethnic All
 Sex Both
 Age 8

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Name Concepts	VII Vocational Activity	VIII Self- Direction	IX Responsibility	X Socialization	Part I Total
99	75	24	11	36	12	11	20	6	26	212
98			10		11		19		25	209
97			9		10		18			204
96										
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PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class
Ethnic
Sex
Age

Reo
All
Both
10

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts +	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	82	24	17	40	13	11	20	10	26	236
98			15	39	12			8		230
97								6		226
96										225
95	81									
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82										
81										
80										
79	79									224
78										
77										
76	78		13							
75										
74										
73										
72										
71	77									223
70										
69										
68										221
67										
66										220
65										
64										
63										
62										
61										
60										
59										
58										
57										
56										
55	76									218
54										
53										
52										
51										
50										
49										
48										
47										
46										
45	75									213
44										
43										
42										
41										
40										
39										
38										
37	74									212
36										
35										
34										
33										
32										
31	73									211
30										
29										
28										
27	71		10	32	10					210
26										
25										
24										
23										
22	70			31						208
21										
20										
19	68									202
18										
17										
16	67			30						201
15										
14	65	22	9	28	8					200
13		21								
12										
11	57			23	7					194
10										
9										
8										
7										
6										
5										
4										
3	54		1	18	6	0	6	1	15	183
2										
1										
0										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class All
Ethnic All
Sex Both
Age 10

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self- Direction	IX Responsibility	X Socialization	Part I Total
99	74	27	12	37	12	11	11	19	6	26
98	73	24	10	36	11	10	18		25	205
97										200
96										199
95										197
94										195
93										194
92										193
91										191
90										190
89										187
88										186
87										185
86										183
85										182
84										181
83										180
82										178
81										177
80										175
79										174
78										172
77										171
76										167
75										164
74										163
73										162
72										161
71										160
70										154
69										153
68										152
67										151
66										150
65										148
64										147
63										139
62										138
61										134
60										120
59										113
58										112
57										109
56										103
55										98
54										94
53										89
52										74
51										51
50										
49										
48										
47										
46										
45										
44										
43										
42										
41										
40										
39										
38										
37										
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13										
12										
11										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
0										
N = 69										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class
Ethnic
All
Sex
Both
Age 12

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self- Direction	IX Responsibility	X Socialization	Part I Total
99	83	24	16	39	12				26	235
98										
97										
96										
95										
94										
93										
92										
91										
90										
89										
88										
87										
86										
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13										
12										
11										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
0										
N = 12					30					

PART I PROFILE SUMMARY - ADAPTIVE BEHAVIOR SCALE

Class All
Ethnic All
Sex Both
Age 12

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VI Vocational Activity	VII Self-Direction	IX Responsibility	X Socialization	Part I Total	Total
99	78	25	12	37	12	10	19	6	26	215	202
98		24	11	36	11			5	25		
97									24	200	
96							18		195		
95	73									191	
94										189	
93	72									188	
92										187	
91										186	
90										185	
89										183	
88	70									182	
87										180	
86										177	
85										175	
84	69									173	
83										171	
82										168	
81	68									167	
80										166	
79										164	
78	67									162	
77										159	
76										158	
75										154	
74										152	
73	64									151	
72										146	
71	62									141	
70										133	
69										129	
68										122	
67										119	
66										112	
65										109	
64										104	
63	61									102	
62										98	
61										96	
60	60									94	
59										91	
58										89	
57										88	
56										87	
55										86	
54	59									85	
53										84	
52										83	
51										82	
50										81	
49										80	
48										79	
47	58									78	
46										77	
45										76	
44										75	
43										74	
42										73	
41										72	
40										71	
39										70	
38										69	
37										68	
36										67	
35										66	
34										65	
33	57									64	
32										63	
31										62	
30	55	22								61	
29										60	
28										59	
27										58	
26	53									57	
25										56	
24										55	
23										54	
22										53	
21										52	
20										51	
19	49									50	
18										49	
17										48	
16										47	
15										46	
14										45	
13										44	
12										43	
11										42	
10										41	
9										40	
8	38									37	
7										36	
6										35	
5	35									34	
4										33	
3										32	
2										31	
1										30	
0										29	

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class: EMR
 Ethnic: All
 Sex: Both
 Age: 8

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	75	24	11	33	12	11	20	6	26	204
98			10		11	10	19		25	
97			9		9					200
96	74		8	32			18			
95								5	24	
94									23	193
93										
92	72								22	
91										190
90										
89										189
88										
87										180
86	68									
85										170
84										
83										167
82										
81										158
80										
79										153
78										
77	65									
76										146
75										
74	62									
73										138
72										
71										137
70										
69										111
68	61									
67										108
66										
65										102
64	58									
63										98
62										
61										94
60										
59	55									
58										32
57										
56		23								
55										
54										
53										
52										
51	52									
50										
49										
48										
47										
46										
45										
44										
43										
42										
41	47									
40										
39										
38										
37										
36	46									
35										
34										
33										
32										
31		21		2	21					
30										
29										
28	44				20					
27										
26										
25										
24										
23	42	20								
22										
21										
20										
19	38	19	1	18			10	3	16	108
18										
17										
16										
15										
14										
13										
12										
11										
10	28	16		14	2		7	2	14	98
9										
8										
7										
6										
5										
4										
3										
2										
1										
0										

PART I PROFILE SUMMARY - ADAPTIVE BEHAVIOR SCALE

Class TMR
Ethnic ALL
Sex BOTH
Age 8

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concrete	VI Vocational Activity	VII Self Direction	VIII Responsibility	IX Socialization	X Part I Total
99	70	24	5	36	9	10	16	4	22	195
98										
97										
96										
95										
94										
93										
92	55	23	4	25	5	9	10		19	143
91										
90										
89										
88										
87										
86										
85										
84										
83	44		3	23		8		3	16	129
82										
81										
80										
79										
78										
77										
76										
75										
74										
73										
72										
71										
70										
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44										
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42										
41										
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13										
12										
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9										
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7										
6										
5										
4										
3										
2										
1										
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N = 12						3				

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class LLD
 Ethnic All
 Sex Both
 Age 8

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	75	24	10	36	11	11	18	6	26	212
98			9		10				25	209
97					9					
96										
95										
94										
93										
92										
91										
90										
89										
88										
87										
86										
85	74		7	34			17			200
84										
83										
82										
81	70			32				5		199
80										
79										
78										
77										
76	69			31			16		24	194
75										
74										
73										
72										
71										
70										
69										
68										
67										
66	68			29			15		22	190
65										
64										
63										
62										
61	67									184
60										
59										
58										
57										
56										
55										
54										
53										
52										
51										
50	66									172
49										
48										
47										
46										
45										
44										
43										
42										
41										
40	61									168
39										
38										
37										
36										
35										
34										
33										
32										
31										
30	56			22			7		18	162
29										
28										
27										
26										
25										
24										
23										
22										
21										
20	54									145
19										
18										
17										
16										
15	51		19	3	23	5	0	5		139
14										
13										
12										
11										
10	50		2	22	4				15	125
9										
8										
7										
6										
5	40		16	19	1		4	0	14	114
4										
3										
2										
1										
0										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class All
 Ethnic All
 Sex Both
 Age 10

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self- Direction	IX Responsibility	X Socialization	Part I Total
99	74	27	12	37	12	10	19	6	26	208
98		24		36	11					205
97			10							
96					10					
95							18		25	197
94									24	195
93										
92										
91										
90										
89										
88										
87										
86										
85										
84										
83										
82										
81										
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PART I

PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class TMR
 Ethnic All
 Sex Both
 Age 10

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self- Direction	IX Responsibility	X Socialization	Part I Total
99	64	24	6	29	10	9	16	5	24	164
98					7	8			22	161
97										153
96										151
95										150
94										147
93										113
92										112
91										109
90										103
89										98
88										89
87										88
86										74
85										51
84										
83										
82										
81										
80										
79										
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46										
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43										
42										
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37										
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14										
13										
12										
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10										
9										
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7										
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4										
3										
2										
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PART I

PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class	LLD
Ethnic	All
Sex	Both
Age	10

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VI Vocational Activity	VII Self- Direction	IX Responsibility	X Socialization	Part I Total
99	71	24	10	35	12	11	17	6	25	200
98										
97										
96										
95										
94										
93										
92										
91										
90										
89										
88										
87										
86										
85										
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83										
82										
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69										
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67										
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43										
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41										
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37										
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14										
13										
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9										
8										
7										
6										
5										
4										
3										
2										
1										
0										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class EMR
Ethnic All
Sex Both
Age 12

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	78	25	12	37	12	10	19	6	26	215
98										
97	24	11		36	11			5		202
96										
95										
94										
93	73									200
92										
91										
90										
89	72									191
88										
87										
86										
85										
84										
83										
82										
81	70		9	35						188
80				34						
79										
78										
77										
76										
75										
74	69									186
73										
72										
71										
70	68		8	33						185
69										
68										
67	67									183
66										
65										
64										
63	64									182
62										
61										
60	62			32						180
59										
58										
57										
56										
55										
54										
53										
52										
51										
50										
49										
48										
47										
46										
45										
44										
43	60	23		27						173
42										
41										
40										
39										
38	59		7							171
37										
36										
35										
34										
33										
32										
31										
30	58			26						166
29										
28										
27		22								
26										
25			6							
24				25						
23										
22										
21										
20	55	21		24	7	5	10		16	159
19				22		4				
18										
17										
16										
15	53			21		3	9	2	15	154
14										
13		20	15	20	6	2				151
12										
11										
10		19								
9	48		3	19		0	7		13	133
8										
7										
6										
5										
4	44	17		18			4			122
3										
2										
1										
0										

PART I

PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class TMA
 Ethnic All
 Sex Both
 Age 12

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	67	24	8	33	11	10	18	6	25	186
98										
97										
96										
95										
94										
93										
92	62		7	29	10		17	5	24	168
91										
90										
89										
88										
87										
86										
85	58			28	8	8	13		23	167
84										
83										
82										
81										
80										
79										
78										
77										
76										
75										
74										
73										
72										
71										
70										
69	57	23	5		6	7				162
68										
67										
66										
65										
64										
63										
62	55		4	21		6			18	152
61										
60										
59										
58										
57										
56										
55										
54	51		3		5				17	141
53										
52										
51										
50										
49										
48										
47										
46	49		2	19		3		3		129
45										
44										
43										
42										
41										
40										
39	42	22	1	13	4	1	7	2	14	119
38										
37										
36										
35										
34										
33										
32										
31	40	19	0	11		0	5			112
30										
29										
28										
27										
26										
25										
24										
23	38			10	2				12	89
22										
21										
20										
19										
18										
17										
16										
15	35	17		3	0		4	1	1	62
14										
13										
12										
11										
10										
9	6	5		8			0	0	0	14
7										
6										
5										
4										
3										
2										
1										
0										

PART I PROFILE SUMMARY -- ADAPTIVE BEHAVIOR SCALE

Class 11D
 Ethnic All
 Sex Both
 Age 12

Percentile Score	I Independent Functioning	II Physical Development	III Economic Activity	IV Language Development	V Number and Time Concepts	VII Vocational Activity	VIII Self-Direction	IX Responsibility	X Socialization	Part I Total
99	68	24	9	34	11	9	16	4	20	195
98										
97										
96										
95										
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93										
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72										
71										
70										
69										
68										
67	59	23	6	23	7	8	11	3	19	158
66										
65										
64										
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39										
38										
37										
36										
35	58	20		22	6		5		16	145
34										
33										
32										
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4										
3										
2										
1										
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					40					
N										
3										